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ABSTRACT

Intended for parents and teachers, this guide provides all the information needed to lead a second grader through 30 lessons or 30 weeks of learning for a beginning speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller and writer. The guide encourages children to write real-life messages. By doing this, children learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The book incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. The focus for Level 2 is on spelling patterns. (CR)

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1. resource
2. achieve

Spelling for Writing

Carl B. Smith, Ph.D.

A Guidebook for Parents and Teachers

Level 2

3. begin
4. purpose
5. energy
6. remember
7. knowledge

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Spelling for Writing

A Guidebook for Parents and Teachers

Level 2

Carl B. Smith, Ph.D.

This book is designed to be used with the *Student Activity Book* for Level 2.

FAMILY LEARNING ASSOCIATION

ERIC Clearinghouse on Reading, English, and Communication

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The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3

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The Organization of *Spelling for Writing*

There are two books for each level in this program. The *Guidebook for Parents and Teachers* gives the background information you will need as well as the answers for questions in each week's activities. The *Student Activity Book* presents the exercises for your child to work on and allows space for writing answers. The two books are keyed to each other so that you can easily look in this Guidebook to find information that will help your child with lessons in the Student Activity Book.

For further information, look at the section entitled *Using the Student Activity Book.* There you will find even more detailed instructions on matching this Guidebook with the Student's Book.

You have in this Guidebook all the information you need to lead your child through thirty lessons or thirty weeks of learning for a beginning speller. If you want to use this Guidebook without the Student Activity Book, you can use your own paper with control lines for the word lists and practice exercises for each week. Print each word list and leave space for your child to write each word. Instructions are given for each Practice activity; simply print out each activity on your own paper and have your child add the missing letters or words.

If you do decide to purchase the child's book, please call **1-800-925-7853** and ask for the Student Activity Book for *Spelling for Writing*, Level 2.

A Note for Parents

Learning to spell need not be a mystery or an ordeal. English spelling follows logical patterns for the vast majority of words. You can teach your children the patterns of English spelling through short, clearly focussed activities.

By spending a few minutes each week, you can introduce your children to spelling patterns and give them the practice they need to become proficient spellers. The learning program in this book emphasizes the end product: clear writing. Each lesson on a spelling pattern is turned into a writing activity, a message meant for someone to read.

Since there are many patterns in English spelling, we must allow children time for them to learn gradually. That's why school spelling programs traditionally have been extended over many years of learning. That developmental learning process is described below. Given time and a gentle attention to learning spelling patterns, there is no reason why the normal learner can't learn to spell and to write without embarrassment.

One word should be said about the organization of these books. Unlike most spelling programs, the purpose here is not to give lists of words for children to memorize. Instead, our goal is to show you how to help children discover the most important *patterns* and *principles* that govern the spelling of words in English. In this way, children will gain a sense of power and independence in spelling and writing.

Why Pay Attention to Spelling?

- Accurate spelling contributes to the clarity of any written message. Readers should not be distracted from the message by misspellings.

- Spelling accuracy represents the attention to detail that sends a positive message to teachers and employers.

This spelling book encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, sending messages.

Most importantly, children need to understand that it is their responsibility to learn the logic of English spelling and to find ways of identifying troublesome words and learning techniques for spelling those words. For example, "How will I remember the difference between *there* and *their* and *they're*? Only I can devise a memory technique that will help me use these words correctly."

The guidance in this book emphasizes the need for each child to become an independent learner, a self-directed learner.

The Difference Between Reading and Spelling

Many children may be able to read words that are more difficult than the ones in these spelling activities. This is to be expected. Knowing how to *spell* a word involves more than simply being able to recognize and say the word when it is seen in print. The purpose of this book is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing.

Some high-frequency words that have unusual spellings or that sometimes cause problems need to be stressed repeatedly. For example, the word *because* can be misspelled in an enormous number of ways. Homophones such as *to-too-two* need to be reviewed several times, as do words that sound somewhat alike but are actually different (*accept* and *except*, for example). Troublesome words such as these will appear more than once to give children ample practice.

English is an alphabetic language; that is, there is an attempt to match the sounds of words with letters of the alphabet. Even though the match is not always perfect, the sound-spelling principle gives children a big boost in learning to spell. This program refers to the sounds represented by letters and asks the child to distinguish between vowels (**a, e, i, o, u**) and the other letters, which are consonants.

A Note for Teachers

Spelling is one area of the curriculum in which most parents feel comfortable helping their children. Usually there is a clear weekly objective—a list of words—and both instruction and assessment are straightforward. That's the reason this book often speaks directly to parents: We encourage them to help children with spelling in any way they can.

At the same time, *Spelling for Writing* fulfills the spelling requirements in the school's language-arts program. It incorporates high-frequency words, as do other spelling books. But most importantly, this program builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. Whether used at home or in the school, *Spelling for Writing* encourages children to recognize spelling patterns such as the Consonant-Vowel-Consonant short-vowel pattern in *cat*, *bed*, and *dot*, and to explore any other words that fit the same pattern.

By encouraging children to search for additional words, we give them a sense of self-direction, a sense that they have the power to succeed in writing accurately. Even the title of this program, *Spelling for Writing*, states unequivocally that the goal of learn is to spell is to write in a way that other people can understand.

Please encourage parents to use this book as a way to support your language-arts program and to help children learn to spell.

INTRODUCTION

Many school spelling programs give a list of words each week and provide activities intended to help children learn how to spell the words on the list. The goal is simply to have students remember those words for a "spelling test," usually given at the end of the week. The assumptions are that practice in writing the words several times will ensure success on the test and that students will remember the words in the future.

This program does not take that approach. We don't prescribe which words your child should memorize, as though those words and no others were important. Instead, our word lists are intended to provide examples of important spelling patterns or structural principles. The goal is to have children work through the words in order to understand the pattern or the principle and then apply it when new words are encountered. For example, once the pattern for *dime* and *time* is learned, children should realize that they can apply it to words such as *chime* and *crime* in future writing.

Using the Word Lists

This program is divided into weekly lessons as a way to help you organize the activities. However, you should feel free to shorten or extend the time frame to suit the needs of each learner. One child may demonstrate an immediate grasp of a pattern and its related words. If this is so, then move on. If another child requires extensive practice and more than one week on a certain lesson, then you can make the necessary adjustment.

Especially in the early stages, it is quite likely that some children may already be able to spell some of the words on a particular list. Remember: The purpose is not merely to spell a certain group of words,

but to understand the *pattern* or *principle* illustrated by those words. Then the learner can use that understanding to figure out new words as they are encountered in reading and in writing.

It is most important for the learner to *use* the list words in sentences and paragraphs. Some exercises are given in the workbook, but you should feel free to develop your own creative ideas to use the list words in a playful story, a letter, a poem, or some other form of communication.

Of course it is desirable for each child to be able to spell the words on each list. However, that is not the primary goal, especially when the child first encounters a list that illustrates a new spelling pattern. It is most important to talk about each group of words and to help your child discover the underlying principle; accuracy in spelling should follow naturally with practice.

In the early stages, this may mean making statements that seem obvious to you: "The words *cat* and *bat* and *fat* all have three letters. The short **a** sound is spelled with the letter *a*." However, these observations may not be apparent to a young child. The goal is to help your child see that patterns do exist in words, and these patterns can be discovered by taking the logical approaches outlined in this book.

Study Procedure

In order to help children discover the logic underlying the spelling of most words, the following procedure should be followed with each word list:

1. In the Student Activity Book, look at the words in each list and have your child read each word aloud.

2. Ask if there is any common feature in all the words. Use the information in this Guidebook to help direct your discussion. Be sure to help the child reach a conclusion at the end of each list, even if it is something very simple: "These words all rhyme," or "The short **e** sound is spelled with the letter *e* in *red*."

3. Use each word in a sentence. Always remind your child that the reason for learning to spell words is to be able to convey their *meaning* in writing.

4. After you have worked on a list for a while, pronounce the words and have your child spell them orally and in writing. This will help you see if any problems remain. Often, any confusion over spelling will be cleared up by reviewing the principle that underlies the pattern found in a particular group of words.

HOW DO WE GET STARTED?

Although the ability to spell words correctly is important for clear communication, it is not an end in itself. It is not unusual for students to memorize all the words on a list, get 100% on a spelling test, and then misspell some of the same words when they use them in compositions. This happens because students have forced these words into short-term memory without gaining a sense of *how* and *why* the words are spelled as they are.

The best reason for undertaking a spelling program is to *understand* the principles of spelling and to *apply* them in writing. This idea must be kept in mind as you use this book. Anything learned in the spelling lessons and exercises must be carried over into writing if it is to have any value.

In the early years, children must be allowed to experiment so they can discover for themselves how letters and sounds fit together. Then, as they progress, they will learn that spelling involves more than just matching sounds with letters. For example, some words are not "spelled the way they sound." Instead, they are spelled according to conventions that have evolved over centuries. In many cases, words from foreign languages have been absorbed into English, and their original spellings have affected their English spellings.

Learning to Spell: A Developmental Process

Learning to spell is a gradual process and is not limited to memorizing lists. Allow each child to work through the process in order to come gradually to an understanding of how the English spelling system works. In spite of its complexity, and in spite of the fact that words such as *psychology* and *accommodate* may be difficult at first, English spelling

does have a system that can be learned. Furthermore, learning it can be interesting, challenging, and certainly rewarding.

We don't expect a baby to begin speaking in complete sentences, and we shouldn't expect a child to understand the conventions of English spelling right away. As in any learning process, we must allow children to progress gradually, through stages.

Let children experiment. Accuracy follows knowledge.

In their earliest attempts at "writing," children make squiggles and scribbles that may not mean much to us. However, these marks represent their first attempts to make sense of written symbols and to use them to communicate. This is an important step because it means that children do realize that marks on paper have something to do with the language they speak and hear every day.

As they begin to make marks that look like letters or numerals, children move through several stages:

1. The Random-Letter Stage
2. Estimated Spelling
3. Phonetic Spelling
4. Use of Visual Markers
5. Mature Spelling

1. The Random-Letter Stage

In their earliest attempts, children often write a series of individual letters and numerals that may look something like this:

ls7or FLsoO 3msE6

To the child, this may be a "story" or a list of things to buy at the store. At this point, individual letters may be used to represent whole words. This represents the child's first step toward organizing symbols, even though the written marks may not have much to do with the words they are supposed to represent. This is a bit like the babbling that babies do as they experiment with the sounds that will soon become words. However, it is important because the symbols are written left to right and are organized into groups of four or five. The child has a rudimentary idea of what a word should look like: a series of letters grouped in a row, not spread out all over the page.

2. Estimated Spelling

When they begin to form complete words, children may write some of them correctly because they remember what they have seen. A picture of a dog or cat may have the word written beneath it, so children naturally make the connection. However, when they attempt words they don't know, children often resort to estimated spelling (or *invented spelling*, as it is also called). This means that they first write letters that represent some of the sounds of the word, usually the beginning and ending consonants, but they don't account for all the sounds or syllables. Some examples of invented spellings are these:

bk (book)
hos (house)
grl (girl)
rembr (remember)
difrint (different)
prt (pretty)

For example, first-graders are fascinated with dinosaurs and will often take wild stabs at words such as *tyrannosaurus* or *triceratops*. These attempts should be encouraged because you want children to try to write messages. Gradually, as they move to the next stages, children will discover (with your help) how these words should be spelled so that other people can easily recognize the words in the message. Learners need to be given a chance to figure out some things for themselves while the rules and conventions of spelling are being introduced. (How many adults can spell *tyrannosaurus* and *triceratops*?) Children need to learn to listen carefully to words and their sounds. As they do so, they will gradually identify relationships between sounds and letter symbols.

3. Phonetic Spelling

In the next stage, children refine their efforts by relying more and more on *phonetic spelling*. This means that they attempt to find a letter or letters to account for all the sounds they hear in a word. In this stage, they may substitute one vowel for another that is very similar, or they may use the right letters in the wrong order:

weth (with)
whair (where)
paly (play)
tiyerd (tired)
brid (bird)
faverit (favorite)
frens (friends)
gril (girl)
woutr (water)

Of course these words are misspelled, but if you "sound them out" you realize that most of these phonetic spellings *do* come fairly close to the sounds of the words they represent.

4. Use of Visual Markers

The next step marks the transition from phonetic spelling (trying to find a letter for each sound) toward a more visual approach (realizing the importance of the way words *look* on the page). This requires children to move away from the safe, concrete method they had been using (looking for letters to represent *sounds*) toward a more abstract procedure that acknowledges the importance of the *visual* aspect of spelling.

For example, some words incorporate letters that are not sounded (the *k* in *knee* or the *w* in *sword*). Other words have unusual spelling patterns because they originated in foreign languages (*psychology* or *silhouette*, for example). Gradually, children become aware of some of these more complex conventions of English spelling.

Some basic spelling patterns are encountered very often, such as the *ay* in *day* and *say* or the *ai* in *rain* and *train*; the use of *-ed* and *-ing* at the end of many verbs (*looked* and *looking*); and the use of certain markers to distinguish between short and long vowels (as in *hop* and *hope* or *tap* and *tape*). Children may not get all of these conventions right at first, but they are aware that these visual clues are important.

5. Mature Spelling

By the age of ten or twelve, most children reach a fairly mature level of spelling ability. This means that they are familiar with the most frequently used spelling patterns; they understand how to add endings to form plural nouns (*book, books; box, boxes*) or to change verb tenses (*raise, raised, raising*); they know how to form contractions (*don't*) and compound words (*classroom*); they have learned many of the most important words that have unusual spellings (*neighbor, sight, rhinoceros*); and they can distinguish between words that have the same sound but different spellings and meanings (*right* and *write* or *wood* and *would*).

A good example of the complete process is found in the way children deal with the word *make*. After the initial random-letter stage, they usually master this word in the following way:

mk This is an *invented spelling* that accounts for the consonant sounds. Young children aren't yet aware that the vowel sound which connects the consonants must be included in the spelling.

mak Now we have *phonetic spelling*, including the vowel letter. The child hasn't yet discovered the significance of the final letter *e*.

maek This spelling does account for the *visual marker*, the silent letter *e*. It just isn't in the right place yet.

make This *mature spelling* places the final *e* in the right place to serve as a marker for the long **a** sound.

The effort involved in learning to spell has a tangible result: the ability to write what you mean and to have others understand it.

Learning to spell should be a voyage of discovery. Children are naturally curious about everything and enjoy figuring out how things work; they certainly are interested in words. You can show them that the spelling of words can be figured out and mastered and that the process can be enjoyable because it leads to true accomplishment.

LESSON PROCEDURE

We suggest a five-step plan. Make any adjustments needed to suit each child's age and ability and to adapt to any special problems that may need work. Spend as much or as little time on each word list as needed. In the upper levels, you may want to follow a five-day plan as you work on each word list, devoting one day to the ideas given in each of these five steps:

1. Introduce Words and Patterns
2. Practice Spelling the Words
3. Use Words in Writing
4. Review and Extend
5. Evaluate

Step One: Introduce Words and Patterns

Begin with the list of words to be studied. Focus on the *generalization* that is represented by the words in the list. Do not insist that the words be memorized for their own sake. Instead, help the learner *understand* those spelling principles that can have wider application beyond any single word list.

In some cases, your child may already know some of the words in a particular list. That's fine, but still use the whole list in order to show that a spelling pattern or a structural principle is found in each group of words, and this pattern or principle can also be applied to other words not on the list.

Step Two: Practice Spelling the Words

Especially in the early levels, children need to practice words by *hearing* them, *seeing* them, and *writing* them. A number of different

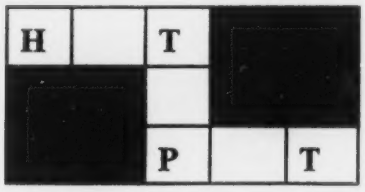
practice activities will be listed here because students learn in different ways. You will find that some activities work better with your child than others. The most important thing is to make these activities enjoyable and to stress the fact that words are not just things to be spelled; they have meanings and are important because they can be used to communicate messages.

On the next few pages we will suggest some types of activities that can be used. You can refer to this information as needed. In the Student Activity Book we will provide some exercises that reinforce important patterns.

Sample Activities

Stress Meaning with Crossword Puzzles

Young children like to work on crossword puzzles. You can use the words in each spelling list to make simple puzzles that match your child's abilities. For example, if the list includes the words *hat*, *tap*, and *pat*, you might make a puzzle that omits the vowel letter:



At a more challenging level, you can give simple definitions and have the child fill in the blanks, just as in crossword puzzles found in newspapers. This is valuable because it emphasizes the fact that words have *meanings* and that the meaning is conveyed by the correct spelling.

ACROSS

1. Animal that has whiskers
5. Animal that says "oink"

DOWN

1. Something you wear on your head.

[1]C	[2]A	[3]T
[4]A		
[5]P	[6]I	[7]G

Show Patterns with Rhymes

Rhyming helps to emphasize vowel sounds as well as the common patterns that can be found in many words. You can give simple instructions that also focus on the meaning of the word you are looking for. For example, "What word rhymes with *cat* and names something you wear on your head?" Or, "What word rhymes with *pat* and names something you use to hit a ball?"

Supply Missing Words

Another good way to stress the meaning of words is to give sentences that have a word missing. Your child must look at the list words and find the one that fits each sentence. For example, if the list words include *pay*, *day*, and *play*, you might give sentences like the following examples and have your child write the appropriate word in each blank space:

It is a rainy _____. (*day*)
I like to _____ ball. (*play*)
How much did you _____ for that hat? (*pay*)

Use Word-Search Puzzles

You can adapt some of the preceding activities by choosing more challenging and sophisticated examples. Children enjoy word-search puzzles in which they must hunt for list words and encircle each one they find. For example, if a list for the early grades included the words *cat*, *big*, and *pet*, they could be hidden in a puzzle such as this:

F	R	C	G	H
J	B	A	Q	B
V	S	T	Z	I
P	E	T	X	G

Provide Definitions

You can also give definitions and have your child write the spelling word that matches each one. If the list includes *fish* and *ship*, you could give the following definitions and have your child write in the word that fits:

An animal that swims in the water: _____

A big boat that can sail on the ocean: _____

Step Three: Use Words in Writing

The whole purpose of learning to spell is to be able to use words correctly in writing. Students discover that learning to spell words on a list becomes meaningful and important when they use the same words in messages of their own.

Students also need to understand that spelling is an important tool for expressing themselves. Correct spelling not only ensures that they will be understood but also affects the way in which they are perceived by others. If a student writes *trk* for *truck* or *weth* for *with*, then many people may be put off by the misspellings and perhaps not even try to understand the message.

Write about Real-Life Situations

Writing assignments should include real-life tasks: letters, narratives, and conversations, for example. It is also important for learners to review writing projects so that they become aware of the need for self-editing and revision. Weekly proofreading exercises develop the habit of editing written material—a habit that transfers to writing in all areas. Student writing can always benefit from review and self-correction in mechanics, grammar, and sentence structure as well as in spelling.

Step Four: Review and Extend

The key to all this is the process of review and self-correction. It is not always possible to spell every word correctly on the first try, but it is possible to look back over what you have written, to check any words you aren't sure about, and to correct spelling errors. This is the way students learn to spell more challenging words: by using them in a meaningful context and by checking their own work to locate and correct any mistakes.

In addition to reviewing words presented in a weekly lesson, students can also enrich their vocabularies, develop their interest in language and their motivation to spell, and increase their competence in using resources such as dictionaries and thesauruses.

One good way to expand knowledge and understanding of a word is to find **synonyms**: words that mean almost the same thing. For example, children often use the word *big* to refer to anything of great size, but as

they learn new spelling patterns they can also discover that other words such as *huge* or *large* may be more precise or colorful in certain situations.

Children can expand their understanding of a word through **antonyms**: words that have opposite meanings. Words such as *big* or *large* can be matched with *little* or *small* or *tiny* to provide a range of possibilities. Descriptive words are especially good when it comes to a search for synonyms and antonyms.

Step Five: Evaluate

At any point, you can have children write the words on the list as you read them aloud. This should not be viewed as a "test," as an ordeal to be endured. Instead, it can provide a good way to find out what has been learned and what still needs to be reviewed.

After the words have been read, it is important to *have each child correct the spellings himself or herself* by referring to the printed word list. This process of self-correction is one of the most valuable parts of the learning process.

Also, encourage each child to *keep a record of troublesome words* so they can be worked on until they are mastered. Perhaps this record can be a sheet of paper inserted as a bookmark in each child's activity book.

Moving from Inquiry to Independence in Spelling

Encourage children to experiment, to check themselves, and to share notes so that they gradually feel comfortable. Accurate spelling takes years to achieve.

TESTING FOR PROGRESS

You and your child want to know that your spelling exercises are producing results. Here are some ways to find out how your child is doing as you work through the spelling activities.

1. Note progress

When you are working closely with a child, you get a regular sense of her progress. If words are repeatedly misspelled or spelling patterns are not understood, then you know you need to spend more time on those words or patterns. Your main concern, however, is that your child can see growth and positive change.

2. Challenge with a quiz

Some children thrive on the challenge of a test and may actually enjoy a weekly quiz that provides recognition of their progress. Read the word list for each week and let them write the words. Then have them match their spellings with the words on the list so they can show you how many they have spelled correctly. Most of the time, let them do their own checking and correcting.

3. What do you know?

Every few weeks it is helpful to review the spelling principles the child has studied. A number of review lessons are given throughout Level 2, but you can always stop to check your child's progress at any time. Select a couple of words from each list, ask your child to spell them, and then ask for an explanation of what has been learned about spelling words of each type. If your child does not recognize the patterns, then review those lessons and search for additional words that fit the patterns. You want your child to see the logic of English spelling as you progress through the years.

Your assessment techniques should help your child see his own progress and learn how to use patterns to improve spelling accuracy. Always encourage your child to talk to you about what he or she is learning. And remember: You are looking for *progress*, not perfection.

USING THE STUDENT ACTIVITY BOOK

The material for each week in the Student Activity Book is presented in a three-page format.

Page 1: The Word List

The first page of each weekly lesson presents the word list along with instructions for how to proceed. Have your child read these instructions if possible, or read them aloud yourself. If necessary, help your child read the words on each list and provide guidance as your child writes each word in the space provided.

Page 2: Practice

On this page you will find exercises that help your child use words in different contexts: adding missing letters, writing words in spaces provided in sentences, grouping words that share some common feature, and so on. Make sure the instructions for each section are understood. Also feel free to provide additional prompts as needed. For example, if several letters are omitted from a word, you may need to provide one of the letters to help your child see how the exercise works. If a word is omitted from a sentence, help your child look through the list words to find the one that makes sense.

Don't try to do all these practice exercises at one sitting. The greatest benefit will be realized if exercises are spread out across several days. Also feel free to add any exercises that will help your child. Many suggestions have been provided in the section on Lesson Procedure given earlier. Above all, emphasize that the purpose of learning to spell words is to use them to express ideas and convey messages in writing. Correct spelling of words is only the beginning, not an end in itself.

Page 3: Story Time

On this page your child can make up a story using some of the words from the spelling list. At the beginning, a "story" may consist of little more than a sentence or two, if this is what your child can do. This reinforces the idea that words need to be spelled correctly in order to convey a message that others can read and understand. The story can be decorated with a drawing, too. Suggestions will be made for story topics each week, but feel free to use your own.

Information and suggestions in the Parents' Guide are designed to supplement the lists and exercises in the Student Activity Book. As you will see, the important thing for you to do is to help your child discover the underlying pattern that is illustrated in each word list. The material in this Parents' Guide can help you lead your child toward these discoveries.

> Throughout the Parents' Guide you will occasionally find material given in boxes such as this one. This information is designed to provide background and context so that you will know how a particular concept fits into the overall process of learning to spell. It is not necessary to dwell on this information with your child; it is primarily for you, the parent or teacher.

THE FOCUS FOR LEVEL 2: SPELLING PATTERNS

As in Level 1, the primary emphasis is on *spelling patterns*. Two of the most important patterns introduced in Level 1 are reviewed in the first nine weeks of Level 2. These are the **CVC** pattern, used frequently for the spelling of short-vowel words such as *cat* and *big*, and the **VCe** pattern, often used in long-vowel words such as *bake* and *nice*. If your child has already used the Level 1 book, then this will provide a good review. If your child has not used the Level 1 book, then the most basic patterns will be introduced before moving on to others.

Weeks 11–18 introduce new spelling patterns for long-vowel words, and in Weeks 21–25 we add still more vowel sounds not covered before. We stress vowels so much because each vowel letter can have a number of different sounds depending on the way it is combined with other vowels and consonants.

Weeks 26–39 begin to move beyond the most frequently used and reliable spelling patterns. The use of final *-s* to form plural nouns is introduced, and other lists present words that don't always fit the patterns we have seen. This prepares the way for more and more emphasis on *word structure* as we move into the next level.

A few sample Review Lessons are included at various points. You can use these as models to develop your own review lessons to use whenever you feel they will help.

LEVEL 2: WEEKLY LESSONS

Short Vowels: The CVC Pattern

We will begin by reviewing one of the most basic spelling patterns in the English language: the *CVC Pattern*. The letters stand for Consonant-Vowel-Consonant. This pattern is found in simple words such as *hat*, *red*, *big*, *hop*, and *but*.

The Consonant-Vowel-Consonant Pattern (CVC)

1. CVC words begin with a consonant sound.
2. The vowel sound is *short* and is spelled with the corresponding vowel letter of the alphabet.
3. CVC words end with a consonant sound.

The CVC pattern is used in almost all one-syllable words that have short vowels. This makes it one of the most reliable predictors of spelling in the English language.

A few two-letter words such as *at*, *in*, and *us* begin with short vowels. However, most of the words in the following lists begin and end with consonant sounds, as in *cat*, *pin*, and *bus*. The most important point is that the short-vowel sound is represented by the corresponding letter of the alphabet in each word.

Short Vowels in **hot** and **sun**

Look at the exercise for Week 1 in the Student Activity Book. Your child is asked to read the following words, to hear the short vowel in each word, and then to write each word in the space provided in the Activity Book.

tap	**leg**
hot	**fit**
dig	**sun**
yet	**top**
cup	**fan**

These words provide clear, simple examples of the CVC pattern. Each of the short vowels is represented by two different words. Make sure your child understands that each word begins with a single Consonant followed by a Vowel and then a final Consonant. The short-vowel sound is spelled with the corresponding letter of the alphabet. It is important to establish this pattern with simple words; it will be expanded with the addition of other consonant spellings in the weeks to come.

To sum up this unit and to prepare for the next ones, you may want to give the following explanation while pointing to the words on the list.

All of these words are spelled according to the **CVC** pattern which stands for **C**onsonant-**V**owel-**C**onsonant.

- Each word begins with a Consonant sound.
- The Vowel in each word is short. Each vowel is spelled with its own letter of the alphabet. Short **a** is spelled with the letter *a*; short **e** is spelled with *e*; and so on.
- Each word ends with a Consonant sound.

Most words with short vowels are spelled according to this pattern. If your child does not fully understand this concept at this point, then save it for later and review it occasionally in weeks to come.

✎ Practice

The word list is repeated at the top of each Practice page in the Activity Book.

Section A shows the importance of listening for each short-vowel sound and then arranging words in groups that share the same vowel sound. (Answers are in parentheses.)

1. Write the short **a** words. _____
(tap, fan)

2. Write the short **e** words. _____
(yet, leg)

3. Write the short **i** words. _____
(dig, fit)

4. Write the short **o** words. _____
(hot, top)

5. Write the short **u** words. _____
(sun, cup)

Section B asks your child to think of other words that rhyme with some of the words on this week's list. This shows that each pattern can be extended by substituting other initial consonants. For now, begin each word with a single consonant letter. Later, we will look at other consonant sounds that can be used at the beginning of CVC words.

Write some words that rhyme with each given word. Some of the possibilities are given in parentheses.

1. **tap**: cap, _____
(gap, lap, map, nap, rap, sap)

2. **yet**: get, _____
(bet, let, met, pet, set)

3. **fit**: _____
(bit, hit, lit, pit, sit)

4. **top**: _____
(cop, hop, mop, pop)

5. **sun**: _____
(bun, fun, gun, run)

Story Time

The list words are given again at the top of this page in each lesson. Here your child is asked to use at least three of the list words in a story and then draw a picture about the story. You can provide a "story starter" by suggesting a situation. For example: Imagine you are working in the yard on a summer's day. How would you feel? What might happen? A similar approach might involve asking questions that suggest a story to your child.

- What was shining brightly in the sky? (the *sun*)
- How did that make you feel? (*hot*)
- What did you drink when you were thirsty? (a *cup* of water)
- What could you use to get cooled off? (a *fan*)

After your child has answered these questions, he or she can write a story about a hot summer's day. If you prefer, you can talk with your child and develop a topic of your own.

Short Vowels in **fill** and **sack**

Here are some more short-vowel words spelled with the CVC pattern. However, instead of ending with a single consonant letter, some of these words use the doubled letters **ll** and **ss** to spell the final consonant sounds /l/ and /s/ in *doll* and *pass*. Other words end with the letters **ck** to spell the /k/ sound heard at the end of *rock*. Make sure your child understands that each group of two letters represents a single consonant sound.

pass	**doll**
rock	**luck**
fuss	**well**
sack	**sick**
fill	**mess**

Three of these words have the final /s/ sound spelled **ss**. Several short-vowel words end with **ss**; only a few (such as *yes* and *bus*) end with **s** alone.

Three other words have the final /l/ sound spelled **ll**. Most short-vowel words that end with the /l/ sound are spelled **ll**; only a few (such as *pal*) end with one **l**.

Four words end with the /k/ sound spelled **ck**. This spelling is used most often for short-vowel words that end with the /k/ sound, especially if the words have only one syllable. Remind your child that the *ck* spelling for the /k/ sound is found only at the end of words, not at the beginning.

From now on, we will use letters inside slanted lines to represent the *sound* of certain spelling patterns. For example, the symbol /k/ represents the sound heard at the beginning of *king* and the end of *sick*. This single consonant sound is spelled with the letter *k* in the first word and the letters *ck* at the end of the second. Furthermore, we have already seen the same /k/ sound spelled *c* at the beginning of *cat*.

The other words in this week's list are obvious: the final /l/ sound is spelled with *ll* at the end of *fill*, and the final /s/ sound is spelled with *ss* at the end of *miss*. Just make sure your child understands that two consonant letters must be used to spell the single consonant sound at the end of each word in this week's list.

✎ Practice

In **Section A** your child should write the list words that fit each short-vowel sound.

1. Write the short **a** words._____
(pass, sack)

2. Write the short **e** words. _____
(mess, well)

3. Write the short **i** words. _____
(fill, sick)

4. Write the short **o** words. _____
(doll, rock)

5. Write the short **u** words: _____
(fuss, luck)

Section B directs your child's attention to the spellings for the final consonants.

1. Write the words that end with **ck**.

_____
(rock, luck, sack, sick)

2. Write the words that end with **ll**.

_____
(fill, doll, well)

3. Write the words that end with **ss**.

_____
(pass, mess, fuss)

✍ Story Time

Your child might tell a story about having good *luck* when he or she was able to *pass* a hard test or was able to do *well* in a game.

Short Vowels in **stop** and **clock**

So far we have seen short-vowel words that began with single consonant letters. Some short-vowel words begin with two-letter combinations called *consonant blends*.

> **Consonant blends** are groups of two consonant letters pronounced so that the sounds are smoothly connected. Although we can hear the sound of each letter, the two are so close together that they represent a single unit.

Many blends involve consonant letters followed by **l**, as in **bl, cl, fl, pl,** and **sl**. Other blends involve consonant letters followed by **r**, as in **br, cr, dr, gr,** and **pr**. Some words begin with other consonant blends such as **sp** and **st**.

Here are some words beginning with these blends. As your child reads these words in the Activity Book, point out the spelling of the blend at the beginning of each word. Because two consonant sounds are joined so closely together, we think of each blend as a single unit.

spin	**stop**
flat	**press**
drum	**truck**
spell	**slip**
clock	**plan**

After talking about the initial blends, ask if any other familiar patterns are found at the end of some words. Your child should recognize the **ck** at the end of *clock* and *truck*; the **ll** at the end of *spell*; and the **ss** at the end of *press*.

Practice

Section A asks your child to group words according to their vowel sounds.

1. Write the short **a** words. _____
(flat, plan)

2. Write the short **e** words. _____
(spell, press)

3. Write the short **i** words. _____
(slip, spin)

4. Write the short **o** words. _____
(clock, stop)

5. Write the short **u** words. _____
(drum, truck)

Section B focuses on the blend at the beginning of each word.

1. Which words begin with a consonant and **l**?

_____
(flat, plan, slip, clock)

2. Which words begin with a consonant and **r**?

_____
(drum, press, truck)

3. Which words begin with **sp** or **st**?

_____

(spin, spell, stop)

For additional practice, you can clarify the CVC pattern by writing the words this way:

C	V	C	
fl	a	t	
tr	u	ck	
sp	e	ll	
sl	i	p	(and so on)

Although some of this week's words are familiar, the important thing to notice is that each word begins with a consonant blend that is also found in other words. To extend this pattern, have the child think of other words that begin with the blends shown in this lesson. Even if children can't spell all the words, it will help to see that these patterns are used in a number of other words. Stick to short-vowel words for now. For example:

flat: flag, flap, flip, flop
stop: stick, still, stiff, stuff, stack, stuck
and so on . . .

✍ Story Time

This might be a good time to tell about a *truck* that took a *spin* when it tried *stop* on the ice.

Week 4

Short Vowels in **fast** and **blimp**

This week we will look at blends used at the *end* of CVC words. These final blends involve two consonant sounds pronounced smoothly together. Many short-vowel words end with consonant blends such as **nd, nt, mp,** or **st**.

land	**went**
jump	**lamp**
pond	**best**
bump	**hunt**
fast	**blimp**

Make sure your child hears the blend at the end of each word and sees how the two consonant letters are used to spell each blend. Also point out that the word *blimp* begins with a blend spelled with the letters **bl**.

✎ Practice

In **Section A**, words are grouped according to their vowel sound.

1. Write the short **a** words.

_____
(land, lamp, fast)

2. Write the short **e** words. _____
(best, went)

3. Write the short **i** word. _____ (blimp)

4. Write the short **o** word. _____ (pond)

5. Write the short **u** words.

_____

(hunt, jump, bump)

Section B focuses on the consonant blend at the end of each word.

1. Which words end with **mp**?

_____

(jump, bump, lamp, blimp)

2. Which words end with **nd**? _____ (pond, land)

3. Which words end with **nt**? _____ (went, hunt)

4. Which words end with **st**? _____ (fast, best)

As an extra activity, you may want to show how these words fit the CVC pattern:

C	V	C
p	o	nd
w	e	nt
f	a	st
bl	i	mp (and so on)

✍ Story Time

The words in this week's list suggest a story about children who can *jump* and run *fast* and *bump* into each other.

Week 5

Short Vowels in **thin** and **chop**

Many short-vowel words begin with other two-letter combinations called *consonant digraphs*.

> **Consonant digraphs** are groups of two consonant letters that represent single sounds. The digraphs most frequently used at the beginning of words are **ch**, **sh**, **th**, and **wh**. The sound of each digraph is different from the sound of the individual letters by themselves.

This week's list contains CVC words beginning with the digraphs just mentioned.

chin	**thick**
shall	**shut**
when	**than**
thin	**chop**
check	**which**

Point out that *check* and *thick* and *shall* end with the spellings we saw in Week 2: **ck** for the final /k/ sound and **ll** for the final /l/ sound. Furthermore, *which* not only begins with the digraph **wh** but also ends with the digraph **ch**.

The digraph ***th***

Notice that *th* can have two sounds. The sound at the beginning of *than* is called the "voiced *th*" because it involves the vocal cords as well as the tongue and teeth. The words *thick* and *thin* begin with "unvoiced *th*," which is formed by the passage of air over the tongue and teeth without using the vocal cords. It is not necessary to emphasize this distinction now; just be aware that the *th* spelling represents two related sounds.

✎ Practice

In **Section A** your child should group words according to their vowel sounds.

1. Write the short **a** words. _____ (shall, than)

2. Write the short **e** words. _____ (when, check)

3. Write the short **i** words.

_____

(chin, thin, thick, which)

4. Write the short **o** word. _____ (chop)

5. Write the short **u** word. _____ (shut)

Section B focuses on initial consonant spellings.

1. Which words begin with **ch**?

_____
(chin, check, chop)

2. Which words begin with **sh**? _____ (shall, shut)

3. Which words begin with **th**?

_____
(thin, thick, than)

4. Which words begin with **wh**? _____ (when, which)

✍ Story Time

Your child can write about things that are *thick* or *thin* or about *which* friend did something and *when* it happened.

Short Vowels in **catch** and **fish**

Many short-vowel words end with the consonant digraphs **sh**, **ch**, and **th**. (The digraph **wh** is never used at the end of words.) Some words end with the consonant trigraph **tch**. This group of three consonant letters represents the same /ch/ sound that is spelled **ch** in other words (compare *rich* and *ditch*, for example).

This week's list presents short-vowel words ending with the digraphs and trigraphs just mentioned.

fish	**rich**
much	**bath**
cash	**pitch**
match	**with**
rush	**catch**

These words fit the CVC pattern because they end with a single consonant *sound* even though two or three letters are used to represent each sound.

✎ Practice

In **Section A** of the Practice page in the Activity Book, words should be grouped according to their short-vowel sounds.

1. Write the short **a** words.

_____

(cash, bath, catch, match)

2. Write the short **i** words.

_____
(fish, rich, pitch, with)

3. Write the short **u** words. _____ (much, rush)

Section B focuses on the final consonant spelling of each word.

1. Which words end with **ch**? _____ (much, rich)

2. Which words end with **tch**? _____
(match, pitch, catch)

3. Which words end with **sh**? _____
(fish, cash, rush)

4. Which words end with **th**? _____ (bath, with)

It will also help to clarify the CVC pattern if you write words so that they show how the final consonant sounds may be spelled with two or three letters. For example:

C V C
c a sh
c a tch
w i th
m u ch (and so on)

Even though these words are already familiar, it is still important to become aware of the spelling patterns used for these final digraphs and trigraphs. To show how extensively these spellings are used, see if the child can think of still more words that end with the spellings shown in this unit: mash, dish, hatch, ditch, batch, path, and so on.

The Importance of the CVC Pattern

At this point, we have focused on two important ideas that your child should understand. The first is that most one-syllable words with short vowels are spelled with the CVC pattern. This means that the vowel sound in such words is almost always spelled with the corresponding vowel letter of the alphabet.

The second important idea is that a single consonant *sound* may be spelled with two or sometimes three consonant *letters*. This shows that certain spelling conventions are used to represent some sounds. In particular, the sound of a digraph such as **sh** or of a trigraph such as **tch** is very different from the sound of each consonant letter by itself.

✍ Story Time

The words *pitch* and *catch* obviously suggest a story about playing ball. For another topic, your child might write about having to *rush* to *catch* the bus and having too *much* stuff to carry.

Review

Short Vowels

Here are some words from earlier lessons that can be used to review short-vowel patterns. First have your child write each word on this list; then go to the questions below. You can review other short-vowel words with similar exercises of your own.

fan	**luck**
fill	**mess**
rock	**drum**
plan	**spell**
pond	**which**

1. Which words have short **a**? _____ (fan, plan)

2. Which words have short **e**? _____ (mess, spell)

3. Which words have short **i**? _____ (fill, which)

4. Which words have short **o**? _____ (rock, pond)

5. Which words have short **u**? _____ (luck, drum)

6. Which words end with **ll**, **ss**, or **ck**?

_____

(fill, spell, mess, luck, rock)

7. Which words begin or end with two consonants blended together?

_____

(drum, plan, spell, pond)

8. Which word begins and ends with two consonants that make one sound? _____ (which)

Long Vowels: The VCe Pattern

Long vowels are the sounds we hear when we pronounce the vowel letters as they appear in the alphabet: *a, e, i. o, u.* Long vowels are also heard at the beginning of words such as *age*, *eel*, *ice*, *owe*, and *use*. Words with long vowels are often spelled with some special marker to let us know that the vowel sound is long, not short.

> Many long-vowel words are spelled according to the **VCe** pattern. The letters stand for **V**owel-**C**onsonant-**e**. This means that the main **V**owel is followed by a **C**onsonant sound and a final, silent **e**. This final *e* it acts as a marker that lets us know the main vowel is long.

Although a few words such as *age* and *ice* follow the VCe pattern exactly, most other words begin with a consonant sound followed by the VCe pattern: *page* and *nice*, for example.

In the lessons for the following weeks, you may want to clarify the VCe pattern by writing words this way:

V C e
a g e
p a g e
i c e
n i c e
u s e
f u s e
a c e
f a c e
pl a c e

This shows that some words contain only the three letters needed to form the VCe pattern, but many more words begin with a consonant sound before the main vowel. This initial sound may be spelled with a single letter, a blend, or a digraph. The VCe pattern applies in all cases.

Long Vowels in **nice** and **mule**

Here are some words that have long vowels. Each word is spelled according to the VCe pattern.

save	**rope**
nose	**mile**
fine	**cute**
gate	**nice**
mule	**case**

In the word *case*, the letters **se** represent the /s/ sound, but in the word *nose* the same letters represent the /z/ sound. Also point out that the word *nice* ends with the /s/ sound spelled **ce**. This spelling for the final /s/ sound is found in a number of long-vowel words (*face*, *race*, *mice*, *rice*, and so on.)

Remember that you can emphasize the VCe pattern by writing the words this way:

V	C	e	
s	a	v	e
f	i	n	e
r	o	p	e (and so on)

Practice

In **Section A** on the Practice page, students should group the list words according to their vowel sounds.

1. Write the long **a** words. _____
(save, case, gate)

2. Write the long **i** words. _____ (fine, nice, mile)

3. Write the long **o** words. _____ (nose, rope)

4. Write the long **u** words. _____ (mule, cute)

Section B gives a list of CVC short-vowel words. These are new words, not on this week's list. The goal is to change each short-vowel word to a long-vowel word by adding final *e*. For example, the short-vowel word *hat* can be changed to the long-vowel word *hate* by the addition of final *e*. This focuses on the importance of the final *e* as a marker for the long-vowel sound.

1. **tap** — _____ (tape)

2. **bit** — _____ (bite)

3. **hop** — _____ (hope)

4. **pin** — _____ (pine)

5. **cut** — _____ (cute)

Make sure your child pronounces each pair of words so that the change from short to long vowel is heard.

✍ Story Time

This might be a good time to tell about going out on a *fine* day to visit a farm. Your child could incorporate words such as *gate*, *rope* and *mule* into this story.

Week 8

Long Vowels in **space** and **glide**

This week we look at some more long-vowel VCe words. Each one begins with a consonant blend that was introduced in Week 3. If necessary, look back at those words and remind your child of the blends that are often used at the beginning of words: **cl**, **gl**, **pl**, **dr**, **gr**, **pr**, **sp** and **st**, for example.

close	**glide**
drive	**grade**
place	**price**
spoke	**stone**
stage	**space**

Make sure your child notices that several words on this list end with the /s/ sound spelled **ce**: *place*, *space*, and *price*. This spelling was mentioned in Week 7, where it was found in the word *nice*. This is also a good place to point out another helpful spelling principle: While the **ce** spelling for final /s/ is usually found in long-vowel words, the final **ss** spelling that we saw in Week 2 is more often found in short-vowel words such as *pass*, *less*, and *miss*.

Also point out that the word *stage* ends with the /j/ sound spelled **ge**. Several long-vowel words end with the *ge* spelling for the /j/ sound: *age*, *cage*, *page*, and *huge*, for example.

The word *close* can be used in two different ways, with a different pronunciation for each. When it has a /z/ sound, it is a verb: "Be sure to *close* the door." When the same word is pronounced with an /s/ sound, it can become an adjective that modifies a noun: "That was a *close* call." It can also be used as an adverb that tells where something is: "Put this desk *close* to the wall."

You may want to show how these words fit the VCe pattern:

V	C	e	
pr	i	c	e
sp	a	c	e
dr	i	v	e
st	o	n	e (and so on)

✎ Practice

Section A on the Practice page asks students to group words according to vowel sounds.

1. Write the long **a** words.

_____
(place, stage, grade, space)

2. Write the long **i** words. _____
(drive, glide, price)

3. Write the long **o** words. _____
(close, spoke, stone)

In **Section B**, words are grouped according to initial blends.

1. Which words begin with a consonant and **l**?

_____
(close, place, glide)

2. Which words begin with a consonant and **r**?

_____

(drive, grade, price)

3. Which words begin with **sp** or **st**?

_____

(spoke, stage, stone, space)

The Importance of the VCe Pattern

Many long-vowel words are spelled with the VCe pattern. Remind children that the final *e* in VCe words acts as a signal that lets you know the main vowel is long. It is the final *e* that makes the difference between *tap* and *tape* or *hop* and *hope*, for example.

> In Weeks 7 and 8 you may have noticed that the emphasis has been on VCe words with long **a**, **i**, **o**, and **u**. There have been no long **e** words because very few of these fit the VCe pattern. Most long *e* words are spelled with other patterns such as those found in *meet* and *read*. These will be introduced later.

✍ Story Time

A story might tell about going for a *drive* to a *place* where people can *glide* down a hill in a hang glider.

Long Vowels in **change** and **shape**

Here are some long-vowel VCe words that begin with the consonant digraphs we saw in Week 5. Remind your child that these digraphs are **ch, sh, th,** and **wh**. Each group of two letters spells a single consonant sound.

chase	**shape**
shine	**those**
whale	**shake**
these	**white**
change	**choke**

The word *change* may seem unusual at first, but it also fits the VCe pattern. The letters *nge* represent the /nj/ sound. The final *e* not only marks the long vowel but also shows that the letter *g* has the /j/ sound, as it does in *age* and *page*.

✎ Practice

In **Section A** on the Practice page, words are grouped according to their vowel sounds.

1. Write the long **a** words.

_____
(chase, whale, change, shape, shake)

2. Write the long **e** word. _____ (these)

3. Write the long **i** words, _____ (shine, white)

4. Write the long **o** words. _____ (those, choke)

In **Section B**, the focus is on the digraph at the beginning of each word.

1. Which words begin with **ch**? _____
(chase, change, choke)

2. Which words begin with **sh**? _____
(shine, shape, shake)

3. Which words begin with **th**? _____ (these, those)

4. Which words begin with **wh**? _____ (whale, white)

✍ Story Time

This might be a good time to write about watching a movie about a big *whale* in the ocean and seeing the light *shine* on the water and the *white* spray on top of the waves.

Memory Words

Here are some important words that are used very often. They don't always fit consistent patterns so they must be memorized.

what	**your**
they	**who**
were	**been**
said	**find**
from	**some**

The word *who* is unusual because it begins with *wh*, which spells the sound heard at the beginning of *what*. However, in this case the letters *wh* represent the /h/ sound heard at the beginning of *how* and *hat*.

The word *some* appears to have the long-vowel VCe spelling, and it looks like it should rhyme with *home*. However, the vowel sound is actually short *u* as in *hum*. The spelling for *some* evolved many centuries ago during the period when the French ruled England and French-speaking scribes wrote the words they heard pronounced by the English-speaking people.

✎ Practice

In this activity, your child is asked to supply a list word to fit the blank in each sentence. (Answers are in parentheses after each example.)

1. He _____ that he would call us. (said)

2. Please give me _____ more cake. (some)

3. Have you _____ waiting long? (been)

4. Let's move the table _____ here to there. (from)

5. _____ is that on your head? (What)

6. Do you know _____ will give the speech? (who)

Help your child make up sentences for the remaining words on this week's list: *they*, *were*, *your*, and *find*. Control lines are given in the Activity Book, but these sentences can be written on a separate piece of paper if you prefer.

Story Time

Because these words are used with such high frequency, they are likely to appear in many sentences your child might write. A story could be a mystery that tells *who* did something and *what* they did and *said*.

Personal Words

At this point we will stop for a moment to consider something that has not been included in the word lists so far.

Each child is going to be interested in particular subjects or activities. Whether the subject is dinosaurs or sports or space travel, there will always be certain words that relate to the topic. Often, these words will be more difficult than those we have considered so far. Encourage your child to become interested in words, including those that are more challenging than the ones we are studying in this book.

Keep a log

One good way to do this is to encourage your child to keep a log of "Personal Words." These are words that your child wants to use but may not yet know how to spell. Each word can be copied from a book or dictionary and can be consulted whenever necessary. Your child may want to use a small notebook to keep track of these personal words and to work on them along with the activities in this book.

As we go along, you will find that some of these words can be understood more fully be referring to the principles presented in this book. For example: Do some of the personal words have short-vowel sounds that fit the CVC pattern? Do other words fit any of the long-vowel patterns that are introduced throughout this book?

So far we have seen how spelling patterns apply in words of one syllable. Of course, your child is reading words of two or more syllables and probably wants to write such words, too. Don't be discouraged if these longer words continue to cause difficulty for a while. Beginning in Level 3 we will show how the spelling patterns we have seen can also help when it comes to spelling words of more than one syllable.

More Long-Vowel Patterns

The Open Vowel Sound

When we looked at words spelled with the VCe pattern in Weeks 7–9, we saw that the long vowel was followed by a consonant sound at the end of each word: *gate*, *glide*, and *spoke*, for example. These are called "closed vowels." Now we will look at some words that end with "open vowels."

> **Open vowels** are heard in words that end with long-vowel sounds; there are no consonants after the vowels. Some examples are *we*, *go*, *say*, *fly*, *tie*, and *low*.

In Weeks 11–14 we will look at some of the most frequently used spellings for words that end with open vowels.

The Long **a** in **play** and **day**

Some words end with the long **a** sound spelled *-ay*. This spelling represents an open vowel because there is no consonant after *-ay*.

day	**way**
lay	**play**
may	**gray**
stay	**pay**
tray	**say**

The *-ay* spelling is found only at the end of words, never followed by a single consonant letter. We would not write *layt* and *wayt* for *late* and *wait*, for example. Later we will introduce the endings needed to write other forms of these words such as *pays* and *played*.

Also point out that four of these words begin with consonant blends we have seen before: *stay*, *tray*, *play*, and *gray*.

✎ Practice

In **Section A**, words should be grouped as indicated.

1. Write the words that begin with one consonant letter.

_____

(day, lay, may, way, pay, say)

2. Write the words that begin with two consonant letters.

_____

(stay, play, gray, tray)

In **Section B**, a list word should be added to complete each sentence. (Answers are given in parentheses.)

1. We traveled all _____. (day)

2. Which _____ did they go? (way)

3. Let's _____ here for a while. (stay)

4. I like to _____ in the sand. (play)

5. The sky is cloudy and _____. (gray)

✍ Story Time

This week's story could tell about a *gray day* when everyone had to *stay* inside and couldn't go out to *play*.

The Long **e** in **green** and **tree**

> In Level 1 we introduced words ending with the long **e** sound spelled with the letter ***e***: *he, me, be, we, she, the.* Remind your child that all of these words have an *open vowel* because they end with the long-vowel sound; there is no final consonant.

This week we look at some words that have the long **e** sound spelled *ee*. Some words end with the open long **e** spelled *ee*. Other words have a consonant sound after the *ee*.

bee	**feel**
see	**keep**
feed	**tree**
free	**need**
green	**week**

Point out that three of these words begin with blends that involve a consonant and *r*: *free*, *tree*, and *green*.

✎ Practice

In **Section A** the emphasis is on the open and closed vowels.

1. Which words end with **ee**?

_____

(bee, tree, see, free)

2. Which words begin and end with one consonant letter?

_____

(feed, feel, keep, need, week)

3. Which word names a color? _____ (green)

In **Section B**, a list word should be added to complete each sentence.

1. I can't _____ through this dirty window. (see)

2. This _____ has a lot of leaves. (tree)

3. May we come back to the zoo next _____? (week)

4. Did you _____ the puppy his breakfast? (feed)

5. That _____ keeps buzzing around my head. (bee)

Story Time

A story might tell about a *bee* in a *green tree* or how you might *feel* if you had to *keep* your neighbor's dog for a *week*.

The Long **i** in **my** and **pie**

Some words end with the long **i** sound spelled with the letter *y*. Other words end with the same open vowel spelled *ie*.

my	**fly**
cry	**die**
pie	**why**
try	**tie**
lie	**dry**

The *y* spelling for long **i** is found at the end of several three-letter words such as the ones on this list. Later we will see that it can appear in other words that end with a stressed syllable (such as *reply*). The letter y is never followed by a single consonant; we would not write *cryd* or *flys*, for example. The changes needed to write words such as *cried* and *flies* will be taken up later.

Only a few words end with long **i** spelled *ie*. It is possible for these words to end with a consonant to form other verb tenses (such as *dies*, *died*, etc.). These endings will be introduced later on. For now, focus on these basic words with the open vowel at the end.

Practice

In **Section A** the emphasis is on the vowel spelling in each word.

1. Write the words that have long **i** spelled **y**.

_____

(my, cry, try, fly, why, dry)

2. Write the words that have long **i** spelled **ie**.

_____

(pie, lie, die, tie)

In **Section B**, some misspelled words are given. Your child should write the correct spelling in the spaces provided. These examples stress some of the words that end with *y* and some that end with *ie*.

1. flie _____ (fly)

2. dri _____ (dry)

3. ty _____ (tie)

4. trie _____ (try)

5. wy _____ (why)

The last misspelling (*wy*) is likely to occur because many children do not clearly pronounce or hear the breathy /hw/ sound at the beginning of *why*.

✍ Story Time

A story this week might tell about what it's like to *fly* in a plane or to *try* to do something like *tie* a big knot or *lie* in the sun.

Long Vowels

At this point we will review some of the long-vowel words with open vowels as well as those that follow the VCe pattern. First, help your child read and write these words in the spaces provided in the Activity Book.

save	**price**
try	**these**
gray	**keep**
spoke	**cute**
lie	**tree**

The following questions remind your child that most of the long-vowel sounds can be spelled two or three ways. Emphasize the open-vowel spellings in *try*, *lie*, *gray*, and *tree*. Obviously, some words appear in more than one answer. In addition to the questions below, you may want to talk about the blends and digraphs found at the beginning of some of these words.

1. Which words end with silent **e**?

_____

(save, price, spoke, these, cute)

2. Which words end with a long-vowel sound?

_____

(try, gray, lie, tree)

3. Which words have the long **a** sound?

_____

(save, gray)

4. Which words have the long **e** sound?

_____

(these, keep, tree)

5. Which words have the long **i** sound?

_____

(price, try, lie)

6. Which word has the long **o** sound? _____ (spoke)

7. Which word has the long **u** sound? _____ (cute)

The Long **o** in **snow** and **blow**

In Level 1 we saw that the words *go*, *no*, and *so* end with the long **o** vowel sound spelled with the letter *o*. Many more long **o** words end with the open vowel sound spelled with the letters *ow*. This *ow* spelling pattern often serves as a marker for words that end with the long **o** sound.

low	**snow**
slow	**grow**
show	**blow**
row	**crow**
know	**throw**

Some of these words begin with single consonant letters, but several of them begin with consonant blends. Draw your child's attention to the blends involving the letter **l** and the letter **r**. The word *snow* begins with another blend, and *show* begins with the digraph *sh* that we have seen before. The word *throw* begins with a trigraph in which *th* is joined with the letter *r*.

The word *know* begins with the /n/ sound spelled *kn*. This unusual spelling is left over from the earliest period of the English language, when both *k* and *n* were pronounced.

✎ Practice

Because all these words end with *-ow*, the questions in **Section A** focus on initial consonant spelling patterns.

1. Which words begin with one consonant letter? _____
(low, row)

2. Which words begin with a consonant and **l**?

_____
(slow, blow)

3. Which words begin with a consonant and **r**?

_____
(grow, crow)

4. Which word begins like *shop*? _____ (show)

5. Which word begins with three consonant letters? _____
(throw)

6. Which word sounds the same as *no*? _____ (know)

In **Section B**, a list word should be written in each blank. (Answers are in parentheses.)

1. Listen to the wind _____. (blow)

2. The _____ is cold and deep. (snow)

3. Let's put all these chairs in a _____. (row)

4. Will you _____ me your new bike? (show)

5. _____ the ball over here. (Throw)

✍ Story Time

This week's story could tell about a heavy *snow* with a chance to *throw* snowballs and *show* off a new sled.

The CVVC Pattern

We have seen many long-vowel words spelled with the VCe pattern. We have also seen words that ended with open vowels spelled in a number of ways: ***me***, ***see***, ***day***, ***fly***, ***tie***, and ***low***, for example.

Many other long-vowel words are spelled with the *CVVC* pattern. The letters stand for **C**onsonant-**V**owel-**V**owel-**C**onsonant. This means that each word contains a *vowel digraph* in the middle, preceded and followed by a consonant sound.

Vowel Digraphs

A vowel digraph contains two vowel letters that represent a single vowel sound. Vowel digraphs are seen in words such as ***rain***, ***read***, and ***road***. The first vowel letter usually indicates the basic vowel sound; the second vowel letter serves as a marker which lets you know that the first vowel is *long*.

In Weeks 15–17 we look at some of the most frequently used vowel digraphs that are used to represent long-vowel sounds.

The Long **a** in **wait** and **train**

A number of long **a** words are spelled with the vowel digraph *ai*. A few words such as *aid* and *ail* begin with this digraph, but many others begin with consonant sounds before the digraph.

rail	**paid**
aim	**main**
rain	**sail**
tail	**chain**
wait	**train**

The letters *ai* are never used by themselves at the end of a word; they must always be followed by at least one consonant letter.

✎ Practice

In **Section A**, the words are grouped according to various spelling patterns.

1. Which word begins with the long **a** sound? _____ (aim)

2. Which words have four letters?

_____

(rail, rain, tail, wait, paid, main, sail)

3. Which word begins like **trap**? _____ (train)

4. Which word begins like **chop**? _____ (chain)

In **Section B**, some short-vowel CVC words are given in the first column. Your child should use the *ai* spelling to change each one to a long-vowel word. Say each pair of words to hear the contrast between short **a** and long **a**. Then each long-vowel word should be used in a sentence. The first example is given. Some sample sentences are also provided.

1. mad — maid	(The **maid** fixed our hotel room.)
2. man — _____ (main)	(This is the **main** entrance.)
3. pan — _____ (pain)	(I have a **pain** where I hit my knee.)
4. ran — _____ (rain)	(This **rain** storm is very heavy.)
5. pal — _____ (pail)	(Put the water in this **pail**.)

✍ Story Time

A story could tell about having to *wait* in the *rain* for a *train* to arrive.

The Long **e** in **sea** and **dream**

Several long **e** words are spelled with the vowel digraph *ea*. A few words such as *sea* and *tea* end with the open-vowel sound spelled *ea*, and a few words such as *eat* begin with this spelling. Most other long **e** words have the digraph *ea* in the middle, with a consonant sound at the beginning and the end.

sea	**each**
team	**reach**
eat	**wheat**
read	**dream**
heat	**teach**

The final digraph *ch* has been seen in short-vowel words such as *much* and *which*. Here it is used after a long vowel in *each*, *reach*, and *teach*. Also point out the initial digraph *wh* in *wheat* and the blend *dr* in *dream*.

✎ Practice

In **Section A**, words are grouped as follows.

1. Which words have three letters? _____
(sea, eat)

2. Which words begin and end with a single consonant letter?

_____
(team, read, heat)

3. Which words end with **ch**?

_____

(each, reach, teach)

4. Which words begin with two consonant letters?

_____

(wheat, dream)

In **Section B**, a list word should be added to complete each sentence.

1. I can't _____ the top shelf. (reach)

2. Our baseball _____ has won three games. (team)

3. I like to _____ the stories in this book. (read)

4. Did you _____ all the pizza? (eat)

5. The ship sailed across the _____. (sea)

✍ Story Time

Your child could write about playing on a *team* or about learning to *read* a book about the *sea*.

The Long **o** in **float** and **boat**

The letters *oa* are used to spell the long **o** sound in some words. A few words such as *oak* and *oat* begin with *oa*, but these letters are never used at the end of a word; they must always be followed by a consonant sound.

boat	**coat**
road	**loaf**
float	**coal**
soap	**roast**
toast	**coach**

Point out the blend at the beginning of *float*. Also make sure your child notices the blend at the end of *toast* and *roast* and the digraph at the end of *coach*.

✎ Practice

In **Section A** the words are grouped as follows.

1. Which words have four letters?

_____
(boat, road, soap, coat, loaf, coal)

2. Which word begins like *fly*? _____ (float)

3. Which words end with two consonant letters?

_____
(toast, roast, coach)

In **Section B** a list word should be added to complete each sentence.

1. We need a _____ of bread. (loaf)

2. Her dad is the _____ for our team. (coach)

3. This _____ is not the right size. (coat)

4. We drove down the _____ for two miles. (road)

5. This _____ makes lots of bubbles. (soap)

✍ Story Time

Your child could write about watching a *boat float* on the water or about earlier times when people rode a *coach* down the *road*.

Week 18

Long Vowels in **mild**, **find**, and **cold**

In some words, a vowel letter is followed by a consonant blend. This is the case in words such as *mild*, *find*, and *cold*. The patterns *-ild*, *-ind*, and *-old* are used as the bases of several words. Usually, these bases indicate the presence of a long vowel.

mild	**fold**
kind	**child**
old	**hold**
mind	**find**
cold	**wild**

Make sure your child notices that each word ends with the blend *-ld* or *-nd* preceded by the vowel letter. It is the combination of the vowel letter and the final blend that creates the bases that have long-vowel sounds.

✎ Practice

In **Section A** the words are grouped by their bases.

1. Which words have the long **i** spelled **-ild**?

_____

(mild, child, wild)

2. Which words have the long **i** spelled **-ind**?

_____

(kind, mind, find)

3. Which words have the long **o** spelled **-old**?

_____

(old, cold, fold, hold)

In **Section B** a list word must be added to complete each sentence.

1. The _____ car popped and sputtered. (old)

2. I can't _____ my other glove. (find)

3. Each _____ in my class is very nice. (child)

4. Which _____ of ice cream do you like best? (kind)

5. Will this pan _____ all that water? (hold)

✍ Story Time

A story could tell about a very *cold* day with a *wild* wind raging and an *old* tree that blew down.

Week 19

A Summary of Long Vowels

This week we bring together most of the long-vowel spellings we have seen so far. The purpose here is not to introduce new words but to take another look at the long-vowel patterns we have already covered.

In the Activity Book, have your child read each word and notice how each long vowel is spelled. Ten different long-vowel patterns are reviewed in this one list.

use	**try**
play	**nice**
tie	**nose**
tree	**blow**
same	**rain**

✎ Practice

Each section of the Practice page focuses on a particular kind of long-vowel pattern.

In **Section A** the emphasis is on the spelling patterns used with open vowels.

1. Which word ends with the long **a** sound? _____ (play)

2. Which word ends with the long **e** sound? _____ (tree)

3. Which words end with the long **i** sound? _____ (try, tie)

4. Which word ends with the long **o** sound? _____ (blow)

In **Section B** the focus is on vowel digraphs.

1. Which word has long **a** spelled **ay**? _____ (play)

2. Which word has long **e** spelled **ee**? _____ (tree)

3. Which word has long **a** spelled **ai**? _____ (rain)

Section C stresses the words spelled with the VCe pattern.

1. Which word rhymes with **game**? _____ (same)

2. Which word rhymes with **rice**? _____ (nice)

3. Which word rhymes with **rose**? _____ (nose)

4. Which word begins with a long vowel? _____ (use)

✍ Story Time

Tell about going out to *play* on a *nice* day and then having to stop when the *rain* begins to fall.

Memory Words

Here are some important words that are used very often. Have your child read each word and write it in the space provided in the Activity Book. Use these words in sentences to help your child memorize them and understand their meanings.

most	**thing**
would	**once**
year	**through**
could	**very**
little	**people**

So far the emphasis has been on one-syllable words and how they fit certain spelling pattern. In this list we introduce a few two-syllable words. *Little* and *people* begin with a stressed syllable and end with a weak syllable spelled *-le*. The word *very* also begins with a stressed syllable that has a vowel followed by an *r*; the final syllable is spelled with the letter *y* which has the long **e** sound in this case.

It is not necessary to dwell on these details now. Simply let your child practice working on these words in order to become familiar with them *as complete words*. Later we will talk more about word structure and syllable divisions.

✎ Practice

Your child should add the list word that fits in each sentence.

1. We _____ not lift the heavy rock. (could)

2. How many _____ will be at the party? (people)

3. Two people tried to talk at _____. (once)

4. I wish he _____ stop that noise. (would)

5. This ice cream tastes _____ good. (very)

6. It has been a _____ since we saw them. (year)

Help your child make up sentences using the words *most*, *little*, *thing*, and *through*.

✍ Story Time

These high-frequency words appear in many sentences. A story could tell about something that happened *once* upon a time when *people* had to work *very* hard to farm and raise animals.

Other Vowel Sounds

So far we have seen spelling patterns that were used for short vowels and other patterns used for long vowels. There are several more vowel sounds in addition to these. One important type of vowel sound is called the *diphthong*.

> **Diphthongs** blend two vowel sounds so closely that they create a new sound of their own. For example, we hear a diphthong in words such as *law* and *haul*. Another diphthong is heard in words such as *out* and *now*, and still another is heard in words such as *boy* and *oil*. Each of these words glides from one vowel sound to another in a way that creates a single new vowel sound of its own.

Diphthongs in words such as *out* and *boy* are presented in Weeks 21 and 22. Another important group contains words in which a vowel letter is followed by the letter *r*. Because the *r* affects the sound of each vowel, these are called *r-controlled vowels*.

> In words with **r-controlled vowels**, the vowel is blended into the following letter *r* to create a new and distinctive sound. One group involves the vowel *a* followed by *r*, as in *car* and *farm*. Another group involves the vowel *o* followed by *r*, as in *for* and *horn*. Still another group has the sound heard in words such as *her* and *verb*, and several words of this type are spelled *er*. The same sound can be spelled *ir* in *sir* and *stir*, *ur* in *turn* and *hurt*, and even *or* in words such as *worm* and *worry* that begin with the pattern *wor-*.

In Weeks 23–25 we will introduce the r-controlled vowels heard in words such as *car*, *more*, and *bird*.

It is not necessary to mention the terms *diphthong* or *r-controlled vowel* at this point. Simply make sure your child hears the sound of each vowel and understands the spelling patterns that represent each sound.

The Vowel Sound in **all** and **saw**

The diphthong heard in this week's words is not exactly like any of the short or long vowels we have seen. It sounds like the first word in "Aw, shucks" and it is heard in many words that contain the *-aw* spelling. The same sound is heard in several words spelled with the *-all* pattern.

all	**tall**
law	**draw**
call	**wall**
fall	**lawn**
saw	**ball**

Make sure your child realizes that double **l** is used at the end of all the words that fit the *-all* pattern. As you see, some words such as *saw* end with *-aw* and a few words such as *lawn* have a final consonant after *-aw*.

✎ Practice

In **Section A**, words are grouped according to spelling patterns.

1. Which words rhyme with **hall**?

_____
(all, call, fall, tall, wall, ball)

2. Which words rhyme with **raw**? _____
(law, saw, draw)

3. Which word rhymes with **dawn**? _____ (lawn)

In **Section B**, a list word should be added to complete each sentence.

1. Don't _____ on those sharp rocks! (fall)

2. The _____ needs to be mowed. (lawn)

3. Can you _____ a picture of your house? (draw)

4. How _____ is that tree? (tall)

5. We _____ our friends at the mall. (saw)

Help your child make up sentences for the words *all*, *call*, *wall*, *ball*, and *law*.

✍ Story Time

This week's story could tell about raking the *lawn* in the *fall* and playing *ball* after the yard is cleared.

Week 22

The Vowel Sounds in **now** and **join**

The diphthong heard in *now* is spelled with the letters *ow* in some words that end with this sound. Other words such as *crowd* have another consonant after *ow*. The same sound is often spelled *ou* in words such as *out* and *loud*.

Another diphthong is heard in *boy*. The *oy* spelling is found at the end of words such as *toy* and *joy*. The same sound can also be spelled *oi* in words such as *oil* and *coin*.

As your child reads these words, point out that we are hearing two different kinds of vowel sounds, the one in *now* and the one in *boy*. Each of these sounds has two possible spellings.

now	**toy**
boy	**how**
oil	**out**
brown	**join**
boil	**house**

In Week 14 we saw that the letters *ow* can represent the long **o** sound in words such as *snow* and *blow*. The same *ow* spelling can have a different sound in words such as *how* and *now*. Notice that the spelling *oy* is found only in words such as *boy* that end with this diphthong. When words end with a consonant, they are spelled *oi* as in *join*.

✎ Practice

In **Section A**, words are grouped by spelling patterns.

1. Which words have the **ow** spelling?

_____
(now, how, brown)

2. Which words have the **ou** spelling? _____
(out, house)

3. Which words have the **oy** spelling? _____ (boy, toy)

4. Which words have the **oi** spelling? _____
(oil, boil, join)

Section B gives misspellings of some words. Sound out each word and then help your child write the correct spelling.

1. hows — _____ (house)
2. toi — _____ (toy)
3. broun — _____ (brown)
4. owt — _____ (out)
5. joyn — _____ (join)
6. boyl — _____ (boil)

✍ Story Time

This week's story could tell about a *boy* with a new *toy* who lives in the *brown house* across the street.

The Vowel + **r** Sound in **dark** and **star**

A number of words contain a vowel followed by the letter *r*. As mentioned earlier, these are called *r-controlled vowels* because the letter *r* affects the way the vowel is pronounced.

In the word *car*, for example, you can hear that the vowel sound is not exactly like the short **a** in *cap* or the long **a** in *cape*. It has a broader *ah* sound that blends into the following letter *r*. Furthermore, this sound is often blended into another consonant at the end of words, as in *arm* and *dark*.

car	**far**
park	**arm**
are	**star**
hard	**yard**
dark	**farm**

When writing, young children are not always sure whether the *r* goes before or after the vowel. In the early stages, do not be surprised to find spellings such as *fram* for *farm* or *drak* for *dark*. Just keep reminding your child that the letter *r* comes after the vowel letter.

The word *are* is unusual because it ends with *e*, while other words in this category end with *ar* or with *ar* followed by a consonant.

✎ Practice

In **Section A**, words are grouped by their spelling patterns.

1. Which words end with **ar**?_____ (car, far, star)

2. Which words end with a consonant after **ar**?

_____

(park, hard, dark, arm, yard, farm)

3. Which word ends with a silent *e*? _____ (are)

In **Section B**, help your child add a list word to complete each sentence.

1. It gets _____ very early in winter. (dark)

2. We saw pigs and cows on the _____. (farm)

3. Let's _____ the car over there. (park)

4. There is a bright _____ in the sky near the moon. (star)

5. I hurt my _____ when I fell on the ice. (arm)

✍ Story Time

This might be a good time to write about going out in the *yard* to look at a *star* that is *far* way in the *dark* night sky.

This sound is spelled with the letters *or* at the end of a few words such as *for*, but it is more often followed by a consonant as in *horn*. The spelling *ore* is also found at the end of many words such as *more*. Finally, the *oor* spelling is used only rarely in words such as *door*. The spellings *ore* and *oor* are found only at the end of words, not followed by other consonants except for the *s* used to make the plural of words such as *stores* and *doors*.

or	**more**
corn	**for**
door	**porch**
horn	**floor**
store	**sore**

✎ Practice

In **Section A**, words are grouped by spelling pattern.

1. Which words end with **or**? _____ (or, for)

2. Which words end with a consonant after **or**?

_____
(corn, horn, porch)

3. Which words end with **ore**? _____
(sore, store, more)

4. Which words end with **oor**? _____ (door, floor)

Section B gives some misspelled words that should be corrected.

1. stor — _____ (store)

2. flor — _____ (floor)

3. dore — _____ (door)

4. porsh — _____ (porch)

5. mor — _____ (more)

✍ Story Time

This week's story could tell about working on a *door* that was stuck and about fixing the *porch floor* or about going to the *store* to buy some *corn*.

Week 25

The Vowel + **r** Sound in **her** and **bird**

This r-controlled vowel sound is unusual because it can be spelled with several different vowels followed by *r*. Two of the spellings are shown in this list: the *er* spelling in *her* and the *ir* spelling in *bird*.

her	**girl**
sir	**herd**
dirt	**stir**
verb	**shirt**
bird	**germ**

✎ Practice

In **Section A**, words are grouped according to spelling pattern.

1. Which words are spelled with **er**?

_____
(her, verb, herd, germ)

2. Which words end with **ir**? _____ (sir, stir)

3. Which words end with a consonant after **ir**?

_____
(dirt, bird, girl, shirt)

In **Section B**, help your child add the spelling word that will complete each sentence.

1. We saw a _____ of cows on the farm. (herd)

2. I spilled some milk on my _____. (shirt)

3. My sister lost _____ gloves. (her)

4. Does your pet _____ like to sing? (bird)

5. Don't track any _____ onto the carpet. (dirt)

Help your child use the other list words in sentences.

✍ Story Time

This might be a good time to write about a *girl* tending a *herd* of cows on *her* farm.

Review

Diphthongs and R-Controlled Vowels

The words in this lesson review the three diphthongs from Weeks 21–22 as well as the r-controlled vowels from Weeks 23–25.

tall	**hard**
boil	**brown**
draw	**more**
bird	**door**
stir	**how**

1. Which words match the vowel sound in **ball** and **law**?

_____ (tall, draw)

2. Which word matches the vowel sound in **oil**. _____ (boil)

3. Which words match the vowel sound in **store** and **floor**?

_____ (more, door)

4. Which words match the vowel sound in **sir**?

_____ (stir, bird)

5. Which word matches the vowel sound in **yard**? _____ (hard)

6. Which words match the vowel sound in **down**?

_____ (how, brown)

Plural Nouns Ending in -s

Singular nouns name one person or thing: *boy, girl, book, chair*. Plural nouns name more than one person or thing: *boys, girls, books, chairs*.

In the lists we have seen so far, all the nouns have been singular: *cat, mop, bed, pin, lake,* and *flag,* for example. Many nouns can be changed from the singular to the plural by adding the letter *-s* at the end.

The list for this week contains several nouns whose plural is formed by adding the ending *-s*. As you look through this list with your child, *talk about the way the singular nouns are spelled.* Then have your child write the plural form of each word.

bats	**games**
clocks	**seats**
bells	**bugs**
notes	**trains**
boats	**lines**

Each singular nouns fits one of the short-vowel or long-vowel spelling patterns we saw in earlier weeks: the short **a** in *bat*, the long **a** in *game*, and so on. This will help your child see that we have encountered another reliable principle: The ending *-s* is added to form the plural of many nouns that follow the most frequently used spelling patterns for short and long vowels.

Notice especially the VCe long-vowel words *game*, *note*, and *line*. The ending *-s* is added after the silent *e* to form the plural of each noun. All the other words end with consonants; the letter *-s* is also added to form their plurals. Make sure your child sees that the same procedure is followed in every case: Just add *-s* to form the plural of every noun on this week's list.

There is another feature about plural nouns that your child may not notice. When you say the words *bats, clocks, seats, notes,* and *boats,* the final *-s* actually does have the /s/ sound. However, when you pronounce *games* and *bugs* and all the other words on this list, the same final *-s* has the sound of /z/. Even though the sound differs from one word to another, the ending *-s* is always used to spell the plural forms of these nouns.

For now we are focusing on nouns that add *-s* to form the plural. In Level 3 we will look at other nouns that must add *-es* to form the plural.

✎ Practice

In **Section A** the words are grouped according to their vowel spelling patterns.

1. Which singular nouns have short vowels? Write the plural for each of these nouns.

_____

(bats, clocks, bells, bugs)

2. Which singular nouns have long vowels and end with silent **e**? Write the plural for each of these nouns.

_____

(notes, games, lines)

3. Which other singular nouns have long vowels? Write the plural for each of these nouns.

_____

(boats, seats, trains)

In **Section B**, help your child add the plural noun that completes each sentence.

1. My friend has two baseball _____. (bats)

2. All the _____ in school were ringing at once. (bells)

3. All three _____ tell the wrong time. (clocks)

4. Our team has won four _____ so far. (games)

5. We watched the _____ floating on the lake. (boats)

Help your child write original sentences for the other five words: *seats, bugs, notes, trains, lines.*

Story Time

Your child can write about playing *games* and catching *bugs* and watching *trains* and *boats* go by.

Week 27

Words Often Misspelled

Some words have unusual patterns and aren't always spelled the way they sound. At first glance most of these seem to be simple words, but young children sometimes find them difficult. Since these words are used very often, they should be practiced until they are mastered.

does	**said**
want	**come**
very	**done**
great	**right**
move	**sorry**

The words *does* and *done* have the short **u** sound even though they are spelled with the letter *o*. *Great* is unusual because it has the long **a** sound even though the digraph *ea* is often used to spell the long **e** sound of *read*. The words *very* and *sorry* have two syllables; both end with the long **e** sound spelled with the letter *y*. It is not necessary to discuss syllables at this point; we will find out more about them later.

✎ Practice

Help your child add the spelling word that fits in each sentence.

1. He _____ that he would call us. (said)

2. Do you _____ some more ice cream? (want)

3. These cookies are _____ good. (very)

4. I'm _____ you broke your watch. (sorry)

5. Let's _____ this chair across the room. (move)

6. Did you get the _____ answer for this question? (right)

Make up your own sentences for the other four words on the list: *does, done, great, come.*

✍ Story Time

This week your child can write about all the *great* things you *want* to do *very* much.

Week 28

Words about Family and Friends

Here are some words that relate to family members and friends. These words are important to young children, so it is a good idea for them to start becoming acquainted with their spellings. Some of these words may be difficult at this point; they can be reviewed several times in the future until they are understood.

mother	**father**
sister	**brother**
aunt	**uncle**
family	**neighbor**
cousin	**friend**

Most of these words have more than one syllable. At this point it is not necessary to dwell on syllable structure. Simply make your child aware that most of these words have two or three parts to them and each part has its own vowel sound. In particular, point out that *family* has three syllables; children may misspell this word if they pronounce it as *family*. We will deal with syllables more extensively in Level 3.

✎ Practice

A few letters are given for each word. Help your child add the missing letters to complete each word.

1. f__ m__ l__ (family)
2. c____ s__ n (cousin)
3. f__ t____ r (father)
4. u_____ e (uncle)
5. fr_____ d (friend)
6. m__ t____ r (mother)

7. s ____ t __ r (sister)
8. a ____ t (aunt)
9. b __ o _____ r (brother)
10. n ____ g __ b ____ (neighbor)

✍ Story Time

Obviously this would be a good time to write about going to visit an *aunt* or *uncle* or *cousin* or other relative.

Words that Sound the Same: **be bee**

In English there are many groups of two or three words that sound the same but have different spellings and meanings. These words are called *homophones*, which means "the same sound." Here are some familiar examples.

for four
be bee
by buy
no know
to too two

Point out the difference in spelling in each group of two or three words. Make sure your child understands that these groups of words have different meanings and spellings even though they sound the same. Homophones must always be learned in context so that the spelling can match the meaning you want to convey.

The last group of three homophones often causes the greatest difficulty. Show your child that *two* is always used to represent the numeral **2**. The word *to* is used when we talk about going somewhere ("We went *to* the movies") or when we talk about doing something ("I like *to* play ball"). The word *too* means the same as *also* when we say "I had a good time, *too*." The same word can mean "to an excessive degree" in sentences such as "It's *too* hot to play outside" or "This box is *too* heavy for me to carry."

✎ Practice

In **Section A**, have your child add the missing word to complete each sentence. The first letter of each word is given; your child must pick the right spelling for the word that makes sense in each case.

1. A b____ was buzzing around my head. (bee)

2. I would like to b___ a fireman. (be)

3. Let's walk t___ the store. (to)

4. This rock is t_____ heavy to lift. (too)

5. I have t_____ eyes and t_____ ears. (two, two)

In **Section B**, your child must pick the word that fits each sentence; no clues are given. Sentences are grouped in pairs; the word that fits the first sentence in each pair sounds like the word that fits the other sentence in the pair.

1. We waited _____ them to call us. (for)

   There are _____ wheels on my wagon. (four)

2. I don't _____ the answer. (know)

   There are _____ more cookies left. (no)

3. Your book is over there _____ the lamp. (by)

   I need to _____ some more pencils. (buy)

✍ Story Time

It would be a good idea to help your child pick two sets of homophones to use in a story. For example, you might write about having *no* more cookies even though you don't *know* who ate them all. You might also write about going *by* the store to *buy* some more. If you use *to*, *too*, and *two*, then all three words should be included in the story.

Week 30

Compound Words: **backyard football**

The English language is filled with words that are formed by joining two shorter words into a longer one. These are called *compound words*, and many of them describe the thing they name. Here are some familiar examples.

baseball	**football**
sidewalk	**notebook**
bedroom	**backyard**
cowboy	**classroom**
moonlight	**sunshine**

Make sure your child sees that each word is made up of two shorter words. Also emphasize that the pairs of words are written without any space between them.

Practice

Your child should write the word that fits each definition.

1. The room in which a class meets: _____ (classroom)

2. The yard in back of the house: _____ (backyard)

3. The room in which you sleep: _____ (bedroom)

4. The light from the sun: _____ (sunshine)

5. The place to walk beside the street: _____ (sidewalk)

6. The ball that is kicked and thrown: _____ (football)

7. The light from the moon: _____ (moonlight)

8. Someone who herds cows: _____ (cowboy)

9. The book we use for keeping notes: _____ (notebook)

10. The game in which you run around the bases: _____ (baseball)

✍ Story Time

The words in this week's list could be used to tell a story about playing *baseball* or *football* in the *backyard* or about the *moonlight* that shines into the *bedroom* at night.

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